



## Westminster Elementary

206 Hamilton Dr.  
Westminster, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	448 Students	
<b>Principal</b>	N. Michael McLeod	864-886-4520
<b>Superintendent</b>	Dr. Michael Lucas	864-886-4400
<b>Board Chair</b>	Harry B. Mays, Jr.	864-972-3629

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Below Average</b>
2007	Average	At-Risk
2006	Average	Average
2005	Average	Below Average
2004	Good	Below Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

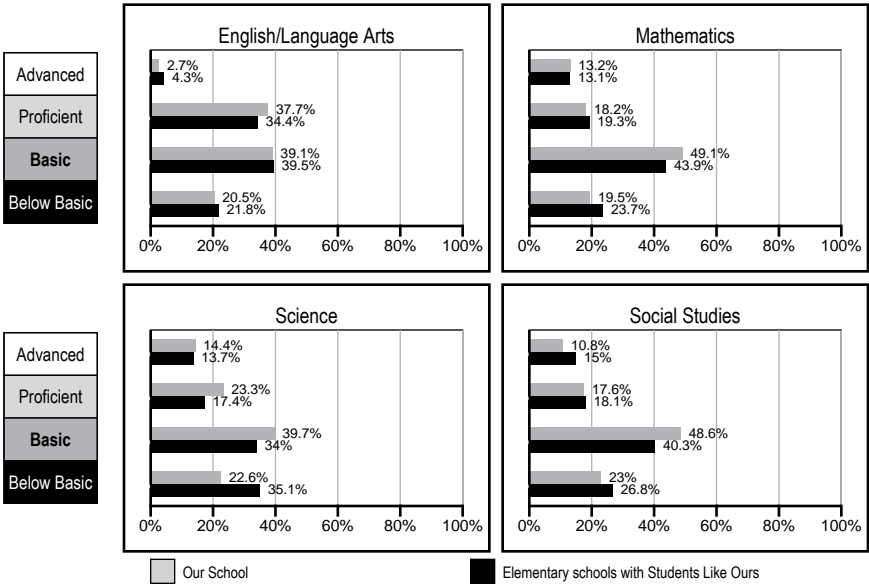
97.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	48	38	1

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=448)</b>				
First graders who attended full-day kindergarten	98.3%	Down from 98.6%	100.0%	100.0%
Retention rate	2.3%	Down from 2.8%	2.9%	2.3%
Attendance rate	96.7%	Up from 96.3%	96.1%	96.3%
Eligible for gifted and talented	11.9%	Down from 14.6%	8.6%	10.4%
With disabilities other than speech	9.7%	Up from 7.1%	9.0%	7.5%
Older than usual for grade	0.3%	Down from 1.6%	0.9%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Up from 0.4%	0.0%	0.0%
<b>Teachers (n=35)</b>				
Teachers with advanced degrees	60.0%	Up from 45.9%	56.2%	56.7%
Continuing contract teachers	80.0%	Down from 89.2%	79.4%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.5%	Down from 90.2%	86.7%	86.4%
Teacher attendance rate	93.0%	Down from 94.6%	94.9%	94.9%
Average teacher salary	\$45,012	Up 1.9%	\$45,339	\$45,345
Professional development days/teacher	13.0 days	Down from 16.7 days	12.8 days	12.6 days
<b>School</b>				
Principal's years at school	11.0	Up from 10.0	4.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 19.3 to 1	18.5 to 1	18.5 to 1
Prime instructional time	88.4%	Down from 88.9%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.1%	Down from 99.7%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,397	Down 5.2%	\$7,004	\$7,052
Percent of expenditures for instruction*	65.9%	Down from 66.3%	68.4%	69.1%
Percent of expenditures for teacher salaries*	62.2%	Up from 61.5%	63.9%	64.2%

\* Prior year audited financial data are reported.

## Report of Principal and School Improvement Council

Westminster Elementary School continues to make progress toward the investment in the academic success of its students. The faculty and staff are committed to providing a positive culture for learning where we believe all children can learn. Our mission to develop literate, responsible, productive, lifelong learners is truly a statement of purpose. The significance of students setting personal academic goals has shown to be of vast importance as they continue to make gains in their knowledge base and grow to love learning.

A half-time literacy coach and full-time math coach were added to our staff and have proved to be very beneficial to teachers and students. With the leadership of these coaches, teachers engaged in professional development designed to expand their working knowledge of best practices in order to more effectively reach all learners. Additional emphasis was placed on individual student social, emotional, and academic needs, through the use of differentiated instruction. Westminster Elementary School will continue to use these coaches as valuable resources.

Data studies continue to prove beneficial for the school. Teachers are able to study data to help determine instructional needs. Data analysis days are provided for elementary teachers so they can begin the process of data analysis for MAP and PACT which in turn drives their instruction to ensure students receive what they need to make prominent gains academically. Primary teachers are allowed assessment days to provide them invaluable time to assess students individually to gain the necessary insight for instruction of their students. Both of these forms of data study prove very beneficial in the planning of purposeful instruction.

The "Sounds in Motion" program was introduced in kindergarten classrooms. This exciting and fun program pairs speech sounds with gross motor movements and incorporates movements into lessons that focus on listening, phonological awareness, and other pre-literacy skills. "Sounds in Motion" targets many areas essential to reading and writing and provides teachers with a great tool to engage students in their learning.

Teachers will continue to enhance curriculum mapping and differentiated instruction, as well as higher order thinking skills, for the 2008 – 2009 school year. We will continue to support early intervention and have planned for an early interventionist to help in this initiative. This support person will provide needed interventions for kindergarten and first grade students and will also help continue the Positive Behavior Intervention System (PBIS) for students. Through the use of the PBIS, students have become more responsible and responsive to positive redirection. We have fewer discipline referrals and interruptions in the classrooms. Students want to do well and it shows through their daily work habits and academic gains. We are all very committed to the education of our students. Through this commitment we are confident that we can reach our goals successfully.

Submitted by N. Michael McLeod - Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	63	38
Percent satisfied with learning environment	100.0%	85.2%	97.4%
Percent satisfied with social and physical environment	100.0%	87.3%	100.0%
Percent satisfied with school-home relations	94.1%	88.7%	94.7%

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%	Yes

\* Or greater than last year

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### PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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#### English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	225	100	20.5	39.1	37.7	2.7	50.9	50.9	48.2	Yes	Yes
Gender											
Male	102	100	29.3	36.4	32.3	2	42.4	43	41.7	N/A	N/A
Female	123	100	13.2	41.3	42.1	3.3	57.9	59.3	55	N/A	N/A
Racial/Ethnic Group											
White	209	100	20.9	39.8	36.9	2.4	50.5	54.1	60	Yes	Yes
African American	8	I/S	I/S	I/S	I/S	I/S	I/S	35.4	31.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	59.4	70.4	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	39.2	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.3	47	I/S	I/S
Disability Status											
Disabled	31	100	63.3	36.7	0	0	3.3	16.1	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	38	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	140	100	25.9	44.4	28.1	1.5	39.3	38.8	34	Yes	Yes

#### Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	225	100	19.5	49.1	18.2	13.2	46.8	50.9	45.8	Yes	Yes
Gender											
Male	102	100	23.2	47.5	14.1	15.2	44.4	51	45.6	N/A	N/A
Female	123	100	16.5	50.4	21.5	11.6	48.8	50.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	209	100	20.4	47.6	18	14.1	47.1	54.9	59	Yes	Yes
African American	8	I/S	I/S	I/S	I/S	I/S	I/S	28.4	26.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	65.6	71.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	41.7	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	83.3	46.2	I/S	I/S
Disability Status											
Disabled	31	100	66.7	26.7	6.7	0	16.7	21.6	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	44.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	140	100	23.7	53.3	14.8	8.1	35.6	38.3	31.4	Yes	Yes

\* Adj - Adjusted to account for natural variation in performance.

#### Abbreviations for Missing Data

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	150	100	22.6	39.7	23.3	14.4	37.7	35.1	35.7	96.7	96.3
Gender											
Male	64	100	26.2	36.1	23	14.8	37.7	37	37.4	97.1	96.3
Female	86	100	20	42.4	23.5	14.1	37.6	33.1	33.8	96.4	96.2
Racial/Ethnic Group											
White	138	100	21.3	40.4	23.5	14.7	38.2	38.8	49.2	96.6	96
African American	6	I/S	I/S	I/S	I/S	I/S	I/S	15.8	17	97.3	97.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	58	N/A	96.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	23.1	24.9	98.4	97.1
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	97.4
Disability Status											
Disabled	16	100	68.8	25	0	6.3	6.3	11.9	14	96.6	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	21.3	24.4	98.4	97.3
Socio-Economic Status											
Subsidized meals	93	100	30.3	41.6	20.2	7.9	28.1	24.2	21.1	96.3	95.7
Social Studies											
All Students	152	100	23	48.6	17.6	10.8	28.4	33.5	34	96.7	96.3
Gender											
Male	72	100	20.3	43.5	17.4	18.8	36.2	37.6	36.6	97.1	96.3
Female	80	100	25.3	53.2	17.7	3.8	21.5	29.1	31.3	96.4	96.2
Racial/Ethnic Group											
White	142	100	22.3	49.6	17.3	10.8	28.1	35.9	44.5	96.6	96
African American	5	I/S	I/S	I/S	I/S	I/S	I/S	20.9	19.1	97.3	97.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	62.5	58.9	N/A	96.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	23.5	27.5	98.4	97.1
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	97.4
Disability Status											
Disabled	23	100	40.9	45.5	13.6	0	13.6	15.8	14.4	96.6	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	21.1	27.3	98.4	97.3
Socio-Economic Status											
Subsidized meals	93	100	30.3	49.4	11.2	9	20.2	22.6	21	96.3	95.7

\* Adj - Adjusted to account for natural variation in performance.

### Abbreviations for Missing Data

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## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	72	100	5.9	32.4	51.5	10.3	61.8
	4	66	100	21.9	51.6	25	1.6	26.6
	5	93	100	22.5	56.2	21.3	0	21.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	80	100	11.4	39.2	46.8	2.5	49.4
	4	77	100	18.9	31.1	45.9	4.1	50
	5	68	100	32.8	47.8	17.9	1.5	19.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	72	100	13.2	54.4	16.2	16.2	32.4
	4	66	100	25	39.1	31.3	4.7	35.9
	5	93	100	23.6	42.7	18	15.7	33.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	80	100	24.1	53.2	13.9	8.9	22.8
	4	77	100	14.9	45.9	20.3	18.9	39.2
	5	68	100	19.4	47.8	20.9	11.9	32.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	35	100	21.2	42.4	33.3	3	36.4
	4	66	100	32.8	40.6	10.9	15.6	26.6
	5	46	100	37.2	25.6	16.3	20.9	37.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	39	100	21.1	47.4	28.9	2.6	31.6
	4	77	100	21.6	35.1	27	16.2	43.2
	5	34	100	26.5	41.2	8.8	23.5	32.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	37	97.3	8.6	34.3	45.7	11.4	57.1
	4	66	100	39.1	40.6	12.5	7.8	20.3
	5	47	100	30.4	39.1	17.4	13	30.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	41	100	12.2	61	22	4.9	26.8
	4	77	100	24.3	50	17.6	8.1	25.7
	5	34	100	33.3	30.3	12.1	24.2	36.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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